

# Marshall University

Course Title/Number	<b>Communication Studies Senior Capstone Seminar</b>
Semester/Year	Spring 2014
Days/Time	Tuesday 4-6:20 PM
Location	SH 263
Instructor	Cam Brammer, PhD
Office	Smith Hall 244
Phone	(304) 696-2810 Home Phone: (304) 522-2194
E-Mail	brammer@marshall.edu
Office/Hours	Monday – Thursday from 10:00 to 12:00 and 2:00 to 4:00
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy at <a href="http://www.marshall.edu/academic-affairs/policies">www.marshall.edu/academic-affairs/policies</a> Students with Disabilities • Affirmative Action • Computing Services Acceptable Use Excused Absence (undergraduate) • Academic Dishonesty • Inclement Weather • MU Alert

## Course Description: From Catalog

CMM 478 (3 Hours Undergraduate Credit) This course is designed to examine, to utilize, and to assess the student's knowledge acquired as a major in Communication Studies. The course is individualized to each student so that each may demonstrate their concentration (track) of preparation for graduation.

## Program Student Learning Outcomes

Upon completion of the BA in Communication Studies students will:

1. Understand basic concepts associated with the primary theories of communication.
2. Write a clear, concise, and reasoned paper on topics dealing with the concepts of communication.
3. Understand the research literature underlying the discipline of communication.
4. Demonstrate speaking competencies by composing a message, provide ideas and information suitable to the theory and audience.
5. Basic understanding of the nature of scientific inquiry, as applied to human behavior.
6. Familiarity with four research methods commonly used to study human communication behaviors.
7. Greater skill in analytical thinking and writing.
8. Demonstrate 'sense-making', the ability to apply knowledge to lived experience.

## Degree Profile Outcomes

1. Communication Fluency
2. Creative Thinking
3. Ethical and Civic Thinking
4. Information Literacy
5. Inquiry Based Thinking
6. Integrative Thinking
7. Intercultural Thinking
8. Metacognitive Thinking
9. Quantitative Thinking

## Relationships among Course, Program, and Degree Profile Outcomes

<b>Course Outcomes</b>	<b>How Practiced in this Course</b>	<b>How Evaluated in this Course</b>	<b>Program Outcomes</b>	<b>Degree Profile Outcomes</b>
Explain and discuss basic concepts associated with the primary theories of communication.	We begin the course with an overview of the theories most often used in Communication research.	Questions and activities that deal with real-world data and how those data are researched.	1 -9	Communication Fluency Creative Thinking Ethical and Civic Thinking Information Literacy Inquiry Based Thinking Integrative Thinking Intercultural Thinking Metacognitive Thinking Quantitative Thinking
Compose a clear, concise, and reasoned paper on topics dealing with the concepts of communication.	We devote several classes to developing proposals for projects and discuss the components of these.	Proposal and final paper.	1 -9	Communication Fluency Creative Thinking Ethical and Civic Thinking Information Literacy Inquiry Based Thinking Integrative Thinking Intercultural Thinking Metacognitive Thinking Quantitative Thinking
Review the research literature underlying the discipline of communication.	Several classes dedicated to analyzing whether we should believe a statistical study. Students learn the basics of statistics. Students practice ungraded homework.	Class discussions and individual evaluation of proposals.	1,3,4,5,9	Communication Fluency Creative Thinking Ethical and Civic Thinking Information Literacy Inquiry Based Thinking Integrative Thinking Intercultural Thinking Metacognitive Thinking Quantitative Thinking
Demonstrate speaking competencies by composing a message provide ideas and information suitable to the theory and audience.	Students will practice their oral presentations to groups of students and to the instructor before presenting the presentation to the COLA Creativity Conference and then they will present their projects to the CMM faculty.	Student feedback, Conference feedback and faculty feedback.	1 -9	Communication Fluency Creative Thinking Ethical and Civic Thinking Information Literacy Inquiry Based Thinking Integrative Thinking Intercultural Thinking Metacognitive Thinking Quantitative Thinking
Determine the nature of scientific inquiry, as applied to human behavior.	Discussion and exercises center on how to conduct the four main research methodologies: experimental, survey, rhetorical, and ethnographic used in Human Communication. Students practice ungraded homework.	Class discussions, ungraded quiz questions, and activities that deal with real-world data.	1 -9	Communication Fluency Creative Thinking Ethical and Civic Thinking Information Literacy Inquiry Based Thinking Integrative Thinking Intercultural Thinking Metacognitive Thinking Quantitative Thinking
Assess four research methods commonly used to study human communication behaviors.	Students examine the difference between experimental, survey, rhetorical, and ethnographic methodologies used in Human Communication. Students practice ungraded homework	Class discussions, ungraded quiz questions, and activities that deal with real-world data.	1-9	Communication Fluency Creative Thinking Ethical and Civic Thinking Information Literacy Inquiry Based Thinking Integrative Thinking Intercultural Thinking Metacognitive Thinking Quantitative Thinking

Greater skill in analytical thinking and writing.	Students examine the difference between methodologies used in Human Communication. Students practice ungraded homework	Proposals and final paper. Oral explanations of individual research projects.	1 -9	Communication Fluency Creative Thinking Ethical and Civic Thinking Information Literacy Inquiry Based Thinking Integrative Thinking Intercultural Thinking Metacognitive Thinking Quantitative Thinking
Demonstrate 'sense-making', the ability to apply knowledge to lived experience.	Students examine human communication using films, books, real life experiences, and news programming.	Group discussions and feedback from classmates and instructor.	1 -9	Communication Fluency Creative Thinking Ethical and Civic Thinking Information Literacy Inquiry Based Thinking Integrative Thinking Intercultural Thinking Metacognitive Thinking Quantitative Thinking

### Suggested Texts, Additional Reading, and Other Materials

West, R. & Turner. L. H.(2010). *Introduction to communication theory: analysis and application (4th ed.* Mountain View, CA: McGraw-Hill Companies, Inc.

Perrin, R. (2007). *Pocket guide to APA style (2<sup>nd</sup> ed.)*. Boston, MA: Houghton Mifflin Company.

Frey, L. R., Botan, C. H., Friedman, P. G., & Kreps, G. L. (1992). *Interpreting communication research: A case study approach*. Englewood Cliffs, NJ: Prentice Hall.

Eggenschwiler, J., & Biggs, E. D. (2001). *Writing: Grammar, Usage, and Style*. New York, NY: Wiley.

Hope you saved these from when you had the classes!!!

### Course Requirements / Due Dates in Bold

Need assessment assignments: These assignments may vary due to each student's need, for example it may be discovered that individual A needs special work regarding library skills and individual B needs more development regarding writing skills, thus the assignments would differ. Hence, assignments will be individualized. **Jan. 28, 2014**

Proposal: Writing assignment for this class: write a two page proposal describing the research question about human communication which you plan to investigate for your project.. State the question clearly, describe your personal motivation for the inquiry, say why you think other people might find it of interest, and include a bibliography of at least three scholarly articles relevant to your question. Be sure to use paragraph breaks to set off the different elements of your proposal. **Feb. 18, 2014 (50 pts.)**

Senior Project: This assignment is the core of your grade; it is to demonstrate your knowledge and applicability of this knowledge. Generally, the project will be a type of research paper in that there will be a review of literature, research questions, methodology section, results section, conclusion and bibliography. All topics for research must be approved by the instructor. The project could also be a training module focusing on communication needs of a client or developing a training manual for a business for profit or a non-profit organization. These will also require a review of the appropriate literature, and; a training schedule, proposed learner outcomes, summary of client evaluations of training and bibliography. These too must be approved by the instructor. **Apr. 15, 2014 (250 pts.)**

College of Liberal Arts Creativity Conference: Students will present an oral presentation of their projects to the attendees at the conference, **April 4 and 5, 2014 (50 pts.)**

Oral Presentation: Students will present to the faculty the results of their projects. **May 6, 2014 4-6 PM (50 pts.)**

## Grading Policy

90.00 – 100	A
80.00 – 89.99	B
70.00 – 79.99	C
60.00 – 69.99	D
Below 60.00	F

## Attendance Policy

Students are expected to attend each class. Unexcused absences from **three** classes will result in a reduction of one letter grade for the semester; unexcused absences from **four or more** classes will result in an F. To obtain an excused absence, please go to the Dean of Students' Office in the MSC. Attendance is required for all class sessions. Exceptions will be given if your absence is necessary for the completion of your senior project.

## Additional Policies:

**Students are responsible for any information or handouts that they miss during an absence.**

**Please silence cell phones immediately upon entering class. Do NOT text or read texts during this class.**

**Students are not to leave class to answer a phone call. If you feel the need to do so, please do not reenter.**

**This will be the only paper copy of the syllabus that will be distributed. Please hold on to it.**

## Course Schedule Spring 2014

Week	Sections
1. Jan.14	Course Introduction
2. Jan.21	Projects Discussed
3. Jan. 28	Individual Assessments as to needs for Projects (Needs Assessment)
4. Feb.4	Individual needs discussed
5. Feb. 11	IRB Certification
6. Feb.18	Progress of Projects Evaluated
7. Feb. 25	Project Proposals Due
8. Mar. 4	Student Discussion on Project Proposals
9. Mar. 11	Project Progress Reports
Mar.17-23	<b>Spring Break</b>
11. Mar.25	Project Draft Reports Due
12. Apr. 1	Oral Presentations Rehearsed
<b>Apr. 4&amp;5</b>	<b><i>COLA Undergraduate Creativity Conference April 4 &amp; 5, 2014</i></b>
13. Apr. 8	Oral Presentations Rehearsed
14. Apr.15	Project Final Reports Due
15. Apr.22	Oral Presentations Rehearsed for Faculty Presentation
16. May 6	<b>Final Exam: Oral Presentation of Projects to CMM Faculty 4-6 PM</b>

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**NOTES**